

Inspection of Little Toes Day Nursery Bottesford

25 Walford Close, Bottesford, Nottingham NG13 0AN

Inspection date: 9 March 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Staff do not follow child protection procedures which puts some children at risk. The management team fail to make safeguarding referrals to the appropriate services when they have concerns about a child's safety or welfare. Furthermore, record keeping is poor, which means there is a lack of clarity to help ensure the needs of all children are met. However, these weaknesses do not impact children's learning or interactions within the setting. The quality of education children receive has improved since the last inspection and children benefit from this.

Children demonstrate that they know the routines of the setting. As they arrive, they quickly hang their belongings on their peg. When children notice that their friends have not put their shoes in the correct place, they show their developing responsibility by tidying away all the misplaced footwear. Children develop their mathematical knowledge and understanding from a young age. Younger toddlers post coins into a piggy bank, counting to seven as they push each one through the slot. Staff build on this learning as children progress through the nursery as they design an ambitious curriculum. Pre-school children start to work out basic calculations as they find the total of two numbers while building a tower. They begin to understand the concept of addition and subtraction.

What does the early years setting do well and what does it need to do better?

- The management team and staff know the signs that could suggest a child is at risk of harm in their home or the community. However, the management team does not consistently follow procedures to safeguard children when such signs are identified. They fail to make the necessary referrals and do not always share information to help ensure statutory services can protect children.
- The management team does not ensure that adequate records are kept when concerns about children's safety and welfare are raised. The records that are kept are not easily accessible. This hinders effective information sharing, which puts children at risk.
- Since the last inspection, the manager has developed better performance management systems. She has tailored training to meet the individual needs of staff and has reviewed and adapted coaching methods. This means that the staff's teaching practice and knowledge of child development have improved.
- Staff use appropriate assessment to determine where children are in their learning. They evaluate their practice through this. For example, recently, staff have found gaps in older children's understanding of the world. Because of this, they have adapted their teaching to focus more on outside learning. Children are now deepening their understanding of lifecycles.
- For the most part, staff focus on children's individual learning needs and preferences when planning activities. However, sometimes they overlook these,

and children are less engaged in activities. At times, children are reluctant to become involved in learning because the activity does not always interest them.

- Children enjoy playing with their friends from different-age groups when rooms mix. They learn from each other. However, sometimes, staff compromise the learning of older children to meet the needs of younger children. For example, during mealtimes, pre-school children are not provided with their placemats, which have been designed to help them recognise their names in readiness for school. This is because toddlers are not at the same stage in their learning. This may limit the learning of older and more able children.
- Children respond well to instructions. They quickly line up at the side of the room when staff start to sing the song 'bottoms on the wall'. Children understand the setting's rules and follow these. This helps to create a positive environment where children's learning and development are promoted.
- Staff use the additional funding to broaden children's experiences. They know about children's lives at home because there are effective systems in place to exchange information with parents. Children celebrate the uniqueness of their home lives by sharing photographs of their families. Parents confirm that communication is relevant and regular. This means that staff build on children's experiences from home in the setting, and parents can support children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Child protection procedures are not followed. Records are not fully maintained nor shared to ensure children's safeguarding needs are met. That said, staff know the signs to look out for that may suggest a child is at risk of harm. They assess risks and address any hazards that children are exposed to. Staff are trained in first aid so that they can respond to minor medical emergencies. The kitchen environment is adequately equipped and suitable for food preparation. The manager has robust recruitment procedures in place. The provider ensures the ongoing suitability of staff to fulfil their roles.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure safeguarding procedures are followed to protect children when concerns are raised about their safety and welfare	30/03/2023

ensure appropriate records are maintained and shared so that children's safeguarding needs are met	30/03/2023
ensure records are easily accessible and available for inspection.	30/03/2023

To further improve the quality of the early years provision, the provider should:

- sharpen planning and teaching to focus activities on children's interests even more, to broaden children's learning and support them to remain deeply engaged in what they are doing
- strengthen the curriculum for more able children to ensure it is not narrowed when they spend time in a mixed-age group.

Setting details

Unique reference number	2634005
Local authority	Leicestershire
Inspection number	10261059
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	39
Number of children on roll	27
Name of registered person	Little Toes Day Nursery Ltd
Registered person unique reference number	RP547645
Telephone number	07380960411
Date of previous inspection	13 October 2022

Information about this early years setting

Little Toes Day Nursery Bottesford registered in 2021 and is located in the village of Bottesford, Leicestershire. The setting opens Monday to Friday, from 7.30am to 6.30pm. It employs six members of childcare staff. Of these, four hold appropriate childcare qualifications at level 3. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a singing activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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